

REPORT
of the
LEGISLATIVE COUNCIL COMMITTEE
on
EDUCATIONAL TELEVISION



NOVEMBER, 1965

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EDUCATIONAL TELEVISION



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Reprinted from the Report of the Legislative Council
to the General Assembly of 1966

COMMITTEE ON EDUCATIONAL TELEVISION

RUDOLPH BEHOUNEK

EDNA P. COOK

J. JOSEPH CURRAN, JR.

R. SAMUEL DILLON, *Vice-Chairman*

MARY L. NOCK, *Chairman*

GEORGE A. PRICE

JOHN W. STEFFEY

LEO COURTNEY, JR., *Reporter*

Appointed by the Legislative Council of Maryland

Address Communications to:
311 City Hall
Baltimore, Maryland 21202

REPORT TO THE LEGISLATIVE COUNCIL
from the
SPECIAL COMMITTEE
on
EDUCATIONAL TELEVISION
LETTER OF TRANSMITTAL

November 5, 1965.

*To The Members Of The Legislative Council
And Of The General Assembly Of Maryland:*

The Special Committee on Educational Television, appointed by the Legislative Council in 1965, herewith submits its report.

The matter assigned to us for study and recommendation is concerned with the feasibility and desirability of establishing a Statewide Educational Television Network. The State Budget submitted to the Maryland General Assembly in 1965 included appropriations for this purpose which were subsequently deleted by the Legislature. That body, either because of insufficient time, or lack of adequate information, was unable to become sufficiently knowledgeable to reach a proper decision with respect to the proposal. Accordingly, in response to House Resolution 83 (See Exhibit A), this Committee was appointed by the Legislative Council to "study the feasibility and practicability of expanding educational TV facilities and programs in this State."

Your Committee held its first meeting on July 22, 1965, and has met regularly through the Months of July, August, September and October. It has screened an imposing amount of literature and data regarding the problem; has heard testimony from twenty or more organizations or individuals, representing public and private education, the broadcasting industry and other fields, and it has seen and evaluated Educational Television in operation in the classroom.

We are pleased to submit herewith our findings, conclusions, and recommendations. For the purpose of simplification, we present them first in summary form, and then in detail.

We wish to express appreciation to the State Department of Education Staff, the Maryland Council on Educational Television, the Staff of the Fiscal Research Bureau, the Washington County School System, and all others who have assisted us in carrying out our assignment.

Respectfully submitted,

Rudolph Behounek
Delegate, 2nd Baltimore City
Edna P. Cook
Delegate, Montgomery County
J. Joseph Curran, Jr.
Senator, 3rd Dist. Baltimore City
George A. Price
Delegate, Baltimore County
John W. Steffey
Senator, Anne Arundel County
R. Samuel Dillon, Jr., Vice-Chairman
Delegate, Washington County
Mary L. Nock, Chairman
Senator, Wicomico County

SUMMARY STATEMENT OF CONCLUSIONS AND RECOMMENDATIONS

This is the Problem Before the Committee:

It is proposed that a Statewide Educational Television Network be established in Maryland, and that the full cost, excepting expenditures required for local reception and utilization of telecasts, be borne by the State. The Committee addressed itself to these questions:

- I. What are the educational values to be achieved through use of television?
- II. What will it cost to provide an adequate Educational Television Network? Is this a proper expenditure of State funds?

We have concluded:

- I. The *potential advantages* from the use of Educational Television have been *clearly demonstrated*:
 - A. Television in no way replaces the teacher, nor is it a substitute for regular classroom activities; used correctly instruction will be better, more forceful, and more challenging by bringing into the classroom personages, creatures, and places that pupils could never see otherwise.
 - B. Television provides opportunities for the development of skills of *self-learning* and *motivation*. Televised lessons can stimulate the learner to listen and observe carefully with sustained attention, to follow directions more accurately, and to organize information more thoroughly.
 - C. Television makes available *procedures* and *techniques* otherwise difficult or impossible to provide in the classroom. The pupils' attention is directed to the *exact point* of *emphasis*. The superfluous and extraneous is eliminated. All types of audio-visual aids are coordinated to a smoothly flowing presentation without turning on and off various pieces of equipment.
 - D. Television encourages the *redployment* of personnel, equipment, facilities, and finances, resulting in desirable changes in schedule, length of class period, staff utilization, and program.
 - E. Television is the *fastest way* of producing educational change presently known to man. The *time saved* by the use of Television in the classroom can be put to use to *speed up learning* in other areas of the ever-broadening curriculum. The saving of learning time is imperative in the face of the explosive expansion of knowledge.
 - F. Television provides *immediacy* in education and in the dissemination of information. With television, through the use of a wide variety of still pictures, films, video tapes, and other visuals, we participate in changes in our world as they occur and are related to present knowledge and experience.
 - G. The application of educational television to other educational *innovations*, such as team teaching, enhances the positive effect of these approaches to improvement in instruction.

- H. *In-service training* programs for teachers are made more effective and convenient. Classroom teachers have the opportunity to observe techniques of other teachers proficient in their special fields.
- I. Experience to date indicates that *achievement* in school subjects such as *reading* and *arithmetic* can be *significantly improved*. Students can be better prepared for college entrance examinations. Educational television will have an effect upon the number of students who go on to college.
- J. A State Educational Television Network has a broad potential value for all *Maryland's citizens* over and beyond that related to the school program. It offers:
- (1) College level programs for adults for credit or personal enrichment.
 - (2) Reading programs for illiterate adults.
 - (3) News programs stressing education, culture, and public affairs.
 - (4) Programs describing employment opportunities.
 - (5) Programs for pre-school children, viz. storytelling, etc.
 - (6) Programs for the aged and shut-ins.
 - (7) Programs for agriculturists, homemakers, etc.
 - (8) Vocational Education for all age groups. (See Exhibit C for programming potential)

II.

A. With respect to cost: (See Exhibit B)

- a. The cost to the State for the first phase (Exhibit E) planned for 1966-67 will be:

State share:	
Bond Fund	\$141,750
Gen. Fund	787,103
Federal share	<u>340,180</u>
	<u>\$1,269,033</u>

- b. The annual operating cost to the State for the first phase, after the first year will be: \$ 640,847

- c. The complete cost to the State for the complete network will be:

State share:	
Bond Fund	\$ 905,100
Gen. Fund	3,026,172
Federal share	<u>1,000,000</u>
	<u>\$4,931,272</u>

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- d. The annual State operating cost after network is fully completed will be: \$1,643,631
 - e. It is estimated the total cost for local subdivisions to equip schools to receive the telecasts when the full network is completed will be: (State-wide average \$6.55 per pupil.) \$4,813,750
- B. The utilization of Educational Television has already been sufficiently extensive to judge its merits. It is beyond the experimental stage and has proven its worth.
- (1) Approximately 150,000 school children in five areas of Maryland are already receiving some instruction through locally-initiated Educational Television projects.
 - (2) At least forty-five states have initiated or are in the process of developing State-wide Educational Television Programs.
 - (3) There are now 109 Educational Television Broadcasting stations in the nation.

In our opinion:

- 1. Educational Television as a resource for the teacher offers too many advantages not to be fully utilized. It cannot be effectively used without State participation. It will not replace the teacher. It will supplement her work as a modern tool to increase her efficiency.
- 2. Development of the use of this medium has been neither too cautious nor too precipitous. Experimentation has occurred in various parts of the State over a period of nearly 10 years. Approximately one-fifth of Maryland's school children now have the benefit of some educational television instruction. The Maryland State Educational Television Advisory Committee, the Maryland Council for Educational Television, and other groups in Maryland have studied the matter since 1962. Our proposals incorporate their recommendations. It is evident that the State should now move to use its resources to guarantee the benefits of this medium to all Maryland children and to the adult population in general.
- 3. Contrary to some general public misconceptions, educational television is not used to cheapen education by replacing the teacher, nor to destroy the vital relationship between pupil and teacher. It broadens rather than limits the student's opportunity to arrive at a self-judgment. It neither increases nor decreases expenditures for education, but rather assures a better return for expenditures that must be made with or without the use of this medium.

We Recommend:

- 1. The Governor include in the 1967 Budget and the Legislature approve an appropriation sufficient to provide for the first phase of a program for establishing a State-wide Educational Television Network in Maryland, as recommended by the Maryland State Board of Education, in the following amounts:

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Capital Costs for 1966-67	\$141,750
Current Cost for 1966-67:	
General Fund	787,103
Federal Fund	340,180
	<hr/>
Total	<u>\$1,269,033</u>

(See Exhibits B & D)

2. The Legislative Council approve, by Joint Resolution, the above recommendation.

We further Recommend:

1. A separate division with adequate staff be provided in the State Department of Education for the development and management of the program.
2. To insure that the facilities provide maximum benefits for all citizens of the State, a broadly representative Advisory Committee should be continued. Similar committees should be established for local or regional television facilities.
3. The State Board of Education, or other appropriate State officials take whatever immediate action that may be required to guarantee reservation of educational television channels presently available to Maryland and essential for the ultimate completion of the Statewide Educational Television Network.
4. To insure maximum effectiveness of the program, and maximum utilization by all citizens of the State, particular attention should be given to the dissemination of information regarding Educational Television programs.
5. All teacher training institutions incorporate in their education courses the utilization of educational television.

THE STATE-WIDE EDUCATIONAL TELEVISION NETWORK PROPOSED FOR MARYLAND

In 1962, Governor J. Millard Tawes, having been apprised of the interest of citizen groups throughout the State and taking note of the passage of the Educational Television Facilities Act of 1962 by the Congress of the United States, designated the State Board of Education to be the Maryland State Educational Television Agency. At the same time, he established a working committee to be known as the Educational Television Advisory Committee to represent the broad educational-cultural interests of the State. The functions assigned by the Governor to the Educational Television Advisory Committee are as follows:

1. To study and report upon the educational and cultural applications of television in the State of Maryland. The report shall include recommendations for the coordinated development of educational television in Maryland.
2. To establish criteria for appraising the scope of optimal programming, and the technical standards of operation.
3. To recommend the assignment of educational television channels in the State of Maryland. Requests for licensure of educational channels or for federal assistance shall be referred to this committee for evaluation and recommendation.

4. To review annually the program reports submitted to it by the operating units. These reviews should be the source of continual recommendations for the expansion and refinement of educational television in the State.
5. To develop procedures for the effective coordination of educational television throughout the State, both open circuit and closed circuit.

Since its establishment by the Governor, the Educational Television Advisory Committee has studied all aspects of educational television, using a wide variety of specialized consultants. The three reports referred to in the preceding section were prepared by the Committee. An engineering survey of the State was made during the fiscal year 1963-64 by Jansky & Bailey Division of Atlantic Research Corp., Washington, D. C. using the funds made available specifically for that purpose in the State budget. On the basis of the recommendations of the Advisory Committee, and the technical report of the engineers, the State Board of Education has proposed that a 7-UHF station, State-wide ETV network, be developed. The proposed network is to include transmitting stations in the Baltimore area, College Park, Cumberland, Frederick, Hagerstown, Salisbury, and Waldorf. Programs will be developed at a studio complex near the Baltimore station, at the Washington County closed circuit television system, at the University of Maryland, and at the Baltimore Junior College. Interconnection between the studios and the stations, and between the stations, will be provided through leasing microwave service from the Chesapeake and Potomac Telephone Company of Maryland. The ultimate State-wide ETV network will cost approximately \$905,100 to build stations and studios, and electronic equipment will cost the State approximately \$3,026,172 after anticipated Federal grants are applied. A typical year's operation will require approximately \$1,643,631. The State Board of Education has requested the Governor to include in his 1966-67 budget, funds to construct the initial transmitting station of the network in the Baltimore area. Program production studios in Washington County and at the Baltimore Junior College will be expanded to provide initial studio production facilities. The capital budget request will be \$141,750 for a tower and transmitter building. It is presently proposed that the tower be erected on the Mt. Wilson State Hospital property. The State Department of Health has agreed that the tower and transmitter building may be erected on the hospital site and the Federal Aviation Authority is studying a request for permission to erect the necessary tower. The operating budget request will be for \$787,103 for electronic equipment and for planning and administrative purposes. The detailed operating budget request is attached as Exhibit D and Exhibit B presents on the first page a statement of the complete cost. In addition to these requested State funds, a Federal grant of \$340,180 is anticipated through the Educational Television Facilities Act of 1962.

Approximately eighteen months may be required before the station is "on-the-air." Clearances from the Federal Communications Commission and the Federal Aviation Agency must be secured before actual construction can begin.

Engineering consultants have designed the initial station to serve the City of Baltimore, the counties of Baltimore, Carroll, Harford, and portions of Anne Arundel, Cecil, Kent, and Queen Anne's with its primary coverage. Maps included in Exhibit E show the first phase and the completed network.

It has become clear to the Committee during its deliberations that the State Educational Television Agency, and the Educational Television Advisory Committee, have used every available source in assembling information with respect to applications of educational television throughout the country and in Maryland. The recommendations of the Advisory Committee, and the actions of the State Board of Education reflect careful deliberation. It is further noted that the engineers employed by the State have an international reputation in the field of communications and have made engineering surveys and studies for many other states.

The plan proposed by the State Board of Education is designed to make educational television available to every school child and adult in Maryland. To administer the 7-station UHF network, it is proposed that adequate facilities and staff be provided within the State Department of Education. Funds for the staff required for the initial phase are included in the 1966-67 budget request.

Based on its study of financing arrangements throughout the country for educational television, the Advisory Committee has recommended and the State Board of Education has proposed that the construction and operation of the ETV broadcast station be financed with State funds, with the understanding that Federal grants will be sought for these costs where applicable. The plan of the State Board of Education includes funds for the preparation of programs by the UHF stations. When the network is constructed, 3,000 hours of programming per year will be furnished at State expense; additional programming will be financed from local or private sources, depending upon the nature of the programs in question and the nature of the sponsoring agencies or organizations. Recent financial studies conducted by the National Association of Education Broadcasters have revealed that ETV stations not supported by State or school system funds find themselves quickly in financial difficulties. Noncommercial stations not supported by State or school system funds, or the budgets of higher institutions, find themselves required to have annual fund drives, and seek support from Foundations in order to remain on the air. Because of the precarious position these stations find themselves in year after year, it is the recommendation of the State ETV Agency that Maryland's ETV stations be supported by State financing.

At this point, it is appropriate to know that there are 109 broadcast educational television stations. Approximately two-thirds of these stations are supported by large local school systems, State ETV agencies, or institutions of higher learning. Only through State financing can Maryland assure that all of its children and citizens will have the opportunity to receive educational television broadcasts in school and at home, regardless of the size of the school system, or where they live.

DETAILED DISCUSSION OF VARIOUS ASPECTS OF THE PROBLEM

The Nature, Extent, and Importance of Educational Television

Educational television is a general term applied to programs of instructional, informational, or cultural nature broadcast by commercial television stations; to programs broadcast by the nation's noncommercial educational television stations; and to similar programs telecast by means of closed circuit hook-ups. The term "instructional television" applies to televised programs intended primarily for student use. Television signals,

originating in television cameras and microphones can be transmitted to television receivers in two ways: they can be converted to broadcast signals and transmitted to television towers and antennae through the air in the conventional broadcast manner, or they can be transmitted by "closed circuit" through coaxial cables or microwave systems. Since systems of the latter type are not receivable directly by VHF or UHF receivers without special equipment, the system is known as "closed circuit."

In Maryland, there are no educational television broadcast stations. WETA in Washington, D.C., broadcasts in-school and adult programs which can be received by residents in Maryland localities adjoining the District of Columbia. On the Eastern Shore, the commercial broadcast station, WBOC, provides limited programming to elementary school pupils in five Maryland counties. In the Baltimore area, the three commercial broadcast stations, WBAL, WJZ, and WMAR provide time for in-school programs and for reports to the public as a public service in cooperation with the schools and institutions of the State. At the University of Maryland, a closed circuit television system transmits selected course material to classrooms on the College Park campus. The closed circuit television system in Washington County has a studio complex which is connected by coaxial cable to every school in the system and elementary and secondary school children received approximately 11% of their instruction by means of this modern technological resource.

The literature available on educational television describing the contributions and advantages of this technological resource to children and adults alike is voluminous. From the Committee's study of this and the testimony of witnesses, it has become apparent that the schools must utilize every available resource to meet increasing pressures brought about by the explosion of new knowledge, the obsolescence of old knowledge, and the public demand for additional education. Among these pressures are the increased heterogeneity of the student population, the need to extend opportunities to more and more of Maryland's citizens, the need to retrain adult workers, and the requirement that adult knowledge be refreshed by updating, and the elimination of misinformation previously learned. In classroom situations at all levels, with the enormous advances in communication processes of today's world, teachers cannot be expected to compete with the sophisticated information-communicating techniques of business, industry, and government without the assistance of resources such as educational television.

Educational television can assist in the continuing struggle to safeguard democracy by helping to maintain an informed and responsible electorate. In order for citizens to behave in a responsible manner, they must be supplied with adequate, accurate, and up-to-date information. Educational television, having no commercial goals to meet, and serving no master but the public interest, can furnish valuable service in this connection. Other opportunities made possible by educational television include the use for in-service training of personnel in business, industry, and the professions.

Commercial television stations provide some educational television programming of an informational and cultural nature, but their primary goal is to serve their commercial clients and to entertain. There was general agreement on the part of the cross-section of the educational and cultural community interviewed by the committee, that there is an urgent need for programs of general adult education, cultural programs in all

the arts, and informational programs to be offered to a wide variety of special and general adult audiences.

Educational television programming can be geared to the coming age of leisure, which the economists tell us is approaching. Such programming can help us to provide answers to problems created by shorter work-weeks and the desperate need of all adult citizens to be informed in today's fast-moving world.

Attention is directed to three reports prepared by the Educational Television Advisory Committee for submission to the Maryland State Board of Education, entitled "The Development of Educational Television in Maryland." These documents review in detail the nature, extent, uses, and values of educational television, and will be made available by the State Department of Education to anyone interested in a more complete discussion of these aspects of the problem.

A report published by the Washington County Board of Education, entitled "Washington County Closed Circuit Television Report," also presents a most thorough evaluation of the medium, and copies can be obtained from that Board or from the State Department of Education.

The above-mentioned reports are too voluminous to be appended hereto, but we have attached as Exhibit E, a brochure prepared by the Department of Education, "Maryland's Plan for A State-Wide Educational Television Network," which treats these matters briefly.

COMMITTEE RECOMMENDATIONS

Having carefully reviewed the proposal of the State Board of Education, and having evaluated the very considerable amount of testimony by the various interested committees, individuals, and consultants, our Committee unanimously recommends approval by the Legislative Council of the plan proposed by the State Board of Education for a State-wide system of educational television.

In brief, this plan provides for educational broadcasts to be made available to every child and citizen in the State regardless of location, by means of a 7-UHF broadcast station network, interconnected by a microwave system leased from the Chesapeake and Potomac Telephone Company of Maryland, with program sources located at a studio complex in the Baltimore area, the Washington County closed circuit television system, the University of Maryland closed circuit television system, production studios at the Baltimore Junior College, and with leased programming available from station WETA-TV in Washington, D. C. The network should be financed from State funds, using Federal grants where applicable. The initial phase of the network should consist of the construction of a station in the Baltimore area designed to serve Baltimore City, Baltimore County, Harford County, Howard County, and portions of Anne Arundel, Kent and Queen Anne's Counties. Funds for the initial station will be requested in the 1967 Budget. The management of the network should be lodged with the State Board of Education.

Alternatives to the plan of the State Board of Education were considered by your Committee. These included the construction of noncommercial educational television stations and paying for program time for educational purposes over such stations. This arrangement is unsatisfactory because of the limitations of the broadcast day. Sooner, or later, the noncommercial station will saturate its broadcast day with program-

ming of its own choice, and the purposes of State educational television programming will be excluded or will receive less than the appropriate amount of emphasis. There will be no appreciable saving in funds because the expenses incurred by the noncommercial stations in construction and operation will have to be passed on to those who wish to pay for time for educational purposes. In addition, the State will be spending money without having full control of the operation.

Another alternative considered involved leasing broadcast time from emerging new UHF commercial stations. Some of the same objections to this proposal apply as to the previous proposal. As soon as a commercial UHF station builds up enough programming to use its own daytime hours for commercial purposes, it will no longer be interested in offering this time for educational television, and the educational television activities of the State will have to be discontinued. Educational programming from the National Association of Educational Broadcasters, source of much educational programming through tapes and films, are not available for use over a commercial television station. Throughout the country there have been but a few efforts to provide educational television by leasing time and in every case the broadcast time has been limited and programs ordinarily available to educational broadcasters have not been fully available to them.

Another alternative to the plan of the State Board of Education would be to relay video tapes between the seven proposed UHF stations, instead of leasing microwave interconnection service from the Telephone Company. This alternative was carefully examined by the engineers and all price factors were taken into consideration. The relaying of tapes is a more expensive operation than leasing microwave service from the Telephone Company and, therefore, the tape relay system was discarded in favor of the microwave interconnection system. During the hearings before the subcommittee, no other alternative plans were proposed.

Other recommendations presented in the Summary Statement are sufficiently clear as to require no amplification here.

EXHIBIT A

HOUSE RESOLUTION

NO. 83

BY THE WAYS AND MEANS COMMITTEE—Ways and Means

By the HOUSE OF DELEGATES, March 18, 1965.

Rules Suspended—

Introduced, read the first time and referred to the Committee on Ways and Means.

By order, JAMES P. MAUSE, Chief Clerk.

House Resolution requesting the Legislative Council to study possibilities for an expansion of educational TV programs in this State.

The members of the General Assembly of Maryland are requesting the Legislative Council to study the feasibility and practicability of expanding educational TV facilities and programs in this State.

Many American communities are pioneering in this new field and one of the most interesting experiments in educational TV has been in Washington County, Maryland.

In order that Maryland may give full attention to any and all possibilities for improving the caliber and the level of its public education, study should be given during 1965 of possibilities and procedures for expanding the use of educational TV in Maryland; now, therefore, be it

Resolved by the House of Delegates of Maryland, That the Legislative Council either by a standing committee or a special committee is requested during the year 1965 to study the feasibility and practicability of a broader use of educational TV programs in the State of Maryland; and be it further

Resolved, That the Legislative Council is requested to report to the General Assembly of 1966, the results of its studies, together with any recommendations it may have; and be it further

Resolved, That the Chief Clerk of the House is instructed to send copies of this Resolution to the State Superintendent of Schools and to the Secretary of the Legislative Council.

INVENTORY OF TELEVISION SETS IN MARYLAND PUBLIC SCHOOLS
AND
SUMMARIES OF COST ESTIMATES FOR EDUCATIONAL TELEVISION

Maryland State Department of Education
Division of Research and Development
September, 1965

PROPOSED STATE-WIDE BROADCAST ETV SYSTEM
SUMMARY OF COST ESTIMATES *

Phase IA

Construction of the initial transmitter in the Baltimore area, equipping a recording center at the transmitter site, interconnecting the transmitter with modified studio facilities at the Washington County School System, the University of Maryland, the Baltimore Junior College; and WETA in Washington, D. C.

	<u>Federal Share</u>	<u>State Share</u>	<u>Total</u>
Capital cost 1966-67.....		\$ 141,750	\$ 141,750
Current cost 1966-67.....	\$ 340,180	787,103	1,127,283
Total for 1966-67.....	<u>\$ 340,180</u>	<u>\$ 928,853</u>	<u>\$1,269,033</u>
Phase IA—Annual operating cost....		\$ 640,847	\$ 640,847

Complete State-Wide Broadcast ETV System

Capital cost.....		\$ 905,100	\$ 905,100
Electronic equipment cost.....	\$1,000,000	3,026,172	4,026,172
Total of capital and elec- tronic equipment costs.....	<u>\$1,000,000</u>	<u>\$3,931,272</u>	<u>\$4,931,272</u>
Complete system annual operating cost..		\$1,643,631	\$1,643,631

* Using leased interconnection service from the C & P Telephone Company under a shared-basis tariff.

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TABLE I—Inventory of Television Receivers in the Maryland Public Schools

Local Unit	Total TV Sets		TV Sets Purchased by		Central Office Since 1960		TV Sets From Other Sources ¹		Number of Sets by Age in Years					Estimated Number of TV Sets by Type of Tuner	
	All Sources	1,867	1,316	41	639	0 1 2 3 4 5					Older ²	Unknown	VHF Only VHF & UHF		
Total State.....	3,183	1,867	1,316	41	639	216	371	199	173	683	861	2,383 ⁴	800		
Allegany.....	6	-	6								6	6			
Anne Arundel.....	40	-	40		7	5	5	6	2	15		40			
Baltimore City.....	613	363 (est.)	250 (est.)								613	613			
Baltimore.....	109	2	107		1	2	2	3	1	1	99	109			
Calvert.....	16	11	5		1	2	5	8					16		
Caroline.....	28	28		1	1	5	6	7	8			21	7		
Carroll.....	27	-	27		1	1			5	20		26	1		
Cecil.....	9	-	9		2	2			5			7	1		
Charles.....	48	48		1	7	6	12	4	18				48		
Dorchester.....	4	-	4						4			4			
Frederick.....	4	4	-	4									4		
Garrett.....	-	-	-									-	-		
Harford.....	36	-	36		16	8	5	5	2			36			
Howard.....	54	36	18	18	20	4	6	4	2			27	27		
Kent.....	6	-	6						1	5		6			
Montgomery.....	396	303	93	13	113	60	132	38	40			353	43		
Prince George's.....	475	475	-		219	73	84	51	48			99	376		
Queen Anne's.....	10	-	10		1		9					10			
St. Mary's.....	14	8	6					14				14			
Somerset.....	78	52	26		2	4	16	10	35	11			78		
Talbot.....	9	-	9												
Washington.....	902	429 ³	473		200	1	2	2		4		9			
Wicomico.....	215	72	143		38	20	66	37		579		902			
Worcester.....	84	36	48	4	10	5	14	2			143	101	114		
							7	8	2	48			84		

¹ Estimates of number of sets purchased by individual schools or received as gifts from PTA, industry, or individuals.

² Includes only sets from "other sources" except in the case of Washington County, which graciously provided information on central office purchases prior to 1960 in spite of the limitations of the questionnaire.

³ Includes 106 sets purchased prior to 1960.

⁴ Many of these sets have been converted to receive UHF signals.

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TABLE II—Estimated Equipment Costs to Local School Systems for Full Participation¹ in Proposed State-Wide Broadcast Educational Television Network

Local Unit	Total Estimated Cost	Cost of TV Receivers ²	Cost of In-School Wiring ³	Cost of School Antennas ⁴
Total State.....	\$4,813,750	\$3,225,450	\$1,382,800	\$205,500
Allegany.....	131,900	83,400	40,000	8,500
Anne Arundel.....	403,400	264,600	118,550	20,250
Baltimore City.....	1,277,850	848,100	381,250	48,500
Baltimore.....	768,250	514,950	221,550	31,750
Calvert.....	41,000	22,950	14,050	4,000
Caroline.....	35,000	20,250	12,000	2,750
Carroll.....	93,950	58,200	29,500	6,250
Cecil.....	85,050	53,100	26,200	5,750
Charles.....	56,000	37,800	18,200	-
Dorchester.....	58,400	31,950	19,950	6,500
Frederick.....	127,600	80,700	38,650	8,250
Garrett.....	45,200	25,350	15,100	4,750
Harford.....	148,600	97,500	44,100	7,000
Howard.....	71,900	43,800	23,600	4,500
Kent.....	30,100	16,500	10,350	3,250
Montgomery.....	585,100	450,600	134,500	-
Prince George's....	596,300	441,300	140,250	14,750
Queen Anne's.....	34,900	19,500	11,900	3,500
St. Mary's.....	62,100	37,500	19,850	4,750
Somerset.....	22,700	10,800	11,900	-
Talbot.....	36,650	20,850	12,300	3,500
Washington.....	11,250	-	-	11,250
Wicomico.....	61,450	27,150	28,550	5,750
Worcester.....	29,100	18,600	10,500	-

¹ Local school systems will undoubtedly equip pilot areas initially and annually expand these areas until all schools are served. In this way, costs can be spread over a period of time and need not constitute an excessively large amount for a particular annual local budget.

² Based on two receivers/classroom for half of all classrooms less existing receivers at \$150 for each receiver and stand.

³ Based on \$50 per classroom to be equipped and an average cost of \$350 per school to include amplifiers and additional school wiring aside from each classroom, less wiring and equipment already installed. This information is based on Washington County's experience.

⁴ One for each school in the local system at \$250 for each antenna, less antennas already installed.

TABLE III—Estimated Equipment Costs per Pupil to Local School Systems for Full Participation in Proposed State-Wide Broadcast Educational Television Network

Local Unit	Total Estimated Cost	Number of Pupils*	Cost per Pupil
Total State.....	\$4,813,750	735,242	6.55
Allegany.....	131,900	16,887	7.81
Anne Arundel.....	403,400	54,131	7.45
Baltimore City.....	1,277,850	188,020	6.80
Baltimore.....	768,250	106,273	7.23
Calvert.....	41,000	5,098	8.04
Caroline.....	35,000	4,897	7.15
Carroll.....	93,950	12,454	7.54
Cecil.....	85,050	10,887	7.81
Charles.....	56,000	8,999	6.22
Dorchester.....	58,400	6,533	8.94
Frederick.....	127,600	16,260	7.85
Garrett.....	45,200	5,075	8.91
Harford.....	148,600	20,583	7.22
Howard.....	71,900	10,389	6.92
Kent.....	30,100	3,491	8.62
Montgomery.....	585,100	102,020	5.73
Prince George's.....	596,300	102,504	5.82
Queen Anne's.....	34,900	4,196	8.32
St. Mary's.....	62,100	7,907	7.85
Somerset.....	22,700	4,496	5.05
Talbot.....	36,650	4,446	8.24
Washington.....	11,250	21,584	0.52
Wicomico.....	61,450	11,875	5.17
Worcester.....	29,100	6,237	4.67

* September 30, 1964, K-12

EDUCATIONAL TELEVISION

TABLE IV—Summary of Estimates of Additional Costs to Each Local School System to Provide a Separate Closed Circuit Television Capacity*1

Local Unit	(a) Studio Construction Cost ²	(b) Studio Equipment Cost ³	(c) Total Construction and Equipment Costs (a + b)	(d) Annual Cable Rental Cost ⁴
Total State..... (Less Washington County)	\$2,208,000	\$1,978,000	\$4,186,000	\$2,659,000
Allegany.....	96,000	86,000	182,000	125,000
Anne Arundel.....	96,000	86,000	182,000	207,000
Baltimore City.....	96,000	86,000	182,000	175,000
Baltimore.....	96,000	86,000	182,000	230,000
Calvert.....	96,000	86,000	182,000	55,000
Caroline.....	96,000	86,000	182,000	50,000
Carroll.....	96,000	86,000	182,000	110,000
Cecil.....	96,000	86,000	182,000	85,000
Charles.....	96,000	86,000	182,000	85,000
Dorchester.....	96,000	86,000	182,000	101,000
Frederick.....	96,000	86,000	182,000	141,000
Garrett.....	96,000	86,000	182,000	118,000
Harford.....	96,000	86,000	182,000	101,000
Howard.....	96,000	86,000	182,000	63,000
Kent.....	96,000	86,000	182,000	64,000
Montgomery.....	96,000	86,000	182,000	230,000
Prince George's....	96,000	86,000	182,000	266,000
Queen Anne's.....	96,000	86,000	182,000	60,000
St. Mary's.....	96,000	86,000	182,000	79,000
Somerset.....	96,000	86,000	182,000	85,000
Talbot.....	96,000	86,000	182,000	58,000
Washington.....	-	-	-	-
Wicomico.....	96,000	86,000	182,000	96,000
Worcester.....	96,000	86,000	182,000	75,000

* This information is provided upon the request of the Legislative Council Committee on Educational Television. The proposal of the State Board of Education for a State-wide open-circuit (broadcast) network does not include the purchase of receivers for the school systems, leasing closed-circuit coaxial cable systems within school systems, or the construction and equipping of studios to serve closed-circuit purposes.

¹ Assuming that each school system has equipped itself to participate in the broadcast ETV system.

² Based on a studio of approximately 8,000 sq. feet at a cost of \$12 per sq. foot.

³ The cost of instructional television equipment for studios can vary from \$15,000 for basic studio equipment on a very minimal scale, to a fairly elaborate studio complex involving \$250,000 in equipment. The \$86,000 quoted above could include the following items:

Two vidicon cameras	\$22,000
Monitors	8,000
Film Equipment	20,000
Audio Equipment	6,000
Lighting Equipment	5,000
Video Tape Recorder (Helical scan type)	15,000
Control Room Equipment	10,000

Total	86,000
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* Reported by the Chesapeake & Potomac Telephone Company. Based on estimated adjustments to 1962 information prepared by the telephone company following detailed studies of each school system. Cahle provides six selective channels from the studio to the schools.

TABLE V—Summary of Estimates of Additional Costs to Local Systems to Provide Closed Circuit Television Capacity on a Regional Basis (Regions Arbitrarily Selected)*

Region	(a) Studio Construction Cost	(b) Studio Equipment Cost	(c) Annual Cable Rental Cost (Within School Systems)	(d) Annual Inter-School System Connection Cable Costs	Total Construction and Equipment Cost (a + b)	Total Annual Cable Rental Costs (c + d)
Total State	\$768,000	\$688,000	\$2,659,000	\$417,600	\$1,456,000	\$3,076,600
Allegany Frederick Garrett Washington	Existing	Existing	384,000	105,270	—	489,270
Calvert Charles St. Mary's	96,000	86,000	219,000	43,500	182,000	262,500
Cecil Harford	96,000	86,000	186,000	24,360	182,000	210,360
Caroline Kent Queen Anne's Talbot	96,000	86,000	232,000	65,250	182,000	297,250
Dorchester Somerset Wicomico Worcester	96,000	86,000	357,000	70,470	182,000	427,470
Baltimore City Baltimore Carroll Howard	192,000	172,000	578,000	65,250	364,000	643,250
Anne Arundel Montgomery Prince George's	192,000	172,000	703,000	43,500	364,000	746,500

* This information is provided upon the request of the Legislative Council Committee on Educational Television. The proposal of the State Board of Education for a State-wide open-circuit (broadcast) network does not include the purchase of receivers for the school systems, leasing closed-circuit coaxial cable systems within school systems, or the construction and equipping of studios to serve closed-circuit purposes.

EXHIBIT C

REPORT TO THE STATE SUPERINTENDENT OF SCHOOLS

by

THE STATE COMMITTEE ON ETV PROGRAM PLANNING

Mr. T. Wilson Cahall, Committee Chairman
Administrative Assistant
Board of Education of Washington County
Hagerstown, Maryland 21740

Prof. George F. Batka
Director of Radio and TV
University of Maryland
College Park, Maryland

Mr. Edwin Castagna
Director, Enoch Pratt Free Library
Cathedral and Mulberry Streets
Baltimore, Maryland 21201

Mr. Robert Thomason
Headmaster, Park School
Old Court Road
Baltimore, Maryland 21022

Mrs. Lenora Nast
Vice-President, Maryland Council on
ETV
4 Willow Brook Court
Randallstown, Maryland 21133

Mr. Charles Truitt
Vice President and General Manager
WBOC-TV
Radio and TV Park
Salisbury, Maryland 21801

Mrs. Eleanora B. Kane
Supervisor, Radio and TV Education
Administration Annex 562
Smith Avenue and Greely Road
Baltimore, Maryland 21209

Mrs. Etheleen Daniel
Supervisor, Elementary Education
Board of Education of Montgomery
County
850 North Washington Street
Rockville, Maryland 20850

Dr. Geneva Ely Flickinger
Supervisor, Adult Education
Maryland State Department of
Education
301 West Preston Street
Baltimore, Maryland 21201

Rev. Manuel Roman
Assistant Superintendent
Department of Catholic Education
Archdiocese of Baltimore
330 North Charles Street
Baltimore, Maryland 21201

Dr. Richard K. McKay, Committee Secretary
Acting Director, Division of Research and Development
Maryland State Department of Education
301 West Preston Street
Baltimore, Maryland 21201

November 25, 1964

Abridged December 26, 1964

PREFACE

An educated citizenry is essential in a democratic society. This goal is never absolutely achieved, however, since the world is changing so rapidly and since some concepts can be understood and some learning mastered only when maturity has been reached. Education thus becomes a lifelong process which must be readily available to all adults in as many constructive forms as possible.

One form which has great possibilities is television. During the past two decades it has become an important mass communications medium which brings to people of all ages a variety of programs combining in a most effective manner both audio and visual approaches.

In Maryland today television has two applications. Commercial channels provide many education-oriented programs, even though decisions regarding program have been made largely on the bases of popular appeal and profit. Noncommercial channels provide, in three areas of the State, programs produced by educators and beamed almost exclusively to school children and youth. Now, with the promise of additional Maryland channels designed specifically for educational programs, a third application will be made, and for the first time television will involve broadcasting educational programs to all the people.

The advantages of such a move are manifold. In an age so complex and so fluid, it is essential that a substantial and constant means of information, interpretation, and stimulation be available. With proper planning, every Maryland citizen will be able, throughout most of the day, to view a program designed to educate him or some member of his family.

The opportunity thus afforded the people to continue their education will be realized if programs are built around the following concepts:

1. A basic objective of all programs should be to stimulate the imagination, encourage exploration, and provoke inquiry in order that both young and old may develop and retain a lively mental outlook.
2. Programs should be high in quality from the standpoint of content and presentation. Professional personnel, with background in both education and television, should be employed to plan and direct the production.
3. Programs should be dynamic, moving, and contemporary, on the one hand rooted in the rich heritage of our nation and people, and on the other hand related to present conditions and problems.
4. Programs should present material from every phase of human life—the humanistic as well as the scientific—with the treatment of subjects along extensive and intensive lines and in an attractive and serious vein.
5. Artists perceive life in depth. They portray man's highest aspiration as well as his lowest degradation; they stir the imagination, provide perspective, and in general widen the horizon of man's understanding. Such arts, therefore, as drama, poetry, painting, and music should be a part of educational television for all age groups.

6. Something wholesome and interesting should be planned for all age groups from the preschool child to the octogenarian and for all interest groups as well. For example, stories should be told for the young, the historical development of a sport or the art of interior decorating presented for the adult.
7. Programs should be provided for such individuals as the underprivileged, the handicapped, and the shut-in whose special conditions or circumstances require special treatment. For example, the illiterate may receive help in learning to read and the person with a hearing disability may develop some communicative skills, through visual as well as audio teaching, beginning at an early age.
8. Many agencies and groups should cooperate in planning programs, in making materials available, and in evaluating results. Such excellent sources as museums, galleries, libraries, colleges, and private collectors should be utilized. Program specialists in public and nonpublic agencies and organizations have sound ideas and much experience in motivating people of all ages to learn.
9. A blocked segment of each viewing day during the week should be devoted to programs related to school subjects and activities. Those who present the programs should represent the finest talent in the community. Teachers of outstanding ability with special talents for studio teaching must be discovered and utilized. Others in the community who are very competent and highly experienced also have a valuable contribution to make. Moreover, news items and other filmed material will be useful.

Educational Television itself is not the magic answer to producing well-informed and capable citizens, but it can make an effective contribution if those who design and execute the programs are people of knowledge, wisdom, and skill. It is strongly recommended that personnel with such competences be responsible for educational television in Maryland.

In the following pages several types of program possibilities are outlined. They are merely suggestive in the broad sense. Definite program areas and specific details must be left to those who know the communities and who are knowledgeable in content, educational method, and production technique.

A POSSIBLE WEEK'S PROGRAMMING FOR EDUCATIONAL TELEVISION STATIONS IN THE PROPOSED STATE-WIDE SYSTEM

This stylized programming chart is presented to indicate the wide variety of programs which educational television may offer, the many types of audiences which may be served, and suggested positioning for programs in the broadcast day.

(Monday — Tuesday — Wednesday — Thursday — Friday)
6:00 to 7:00 A.M.

College level programs for credit and for personal enrichment

Reading programs for illiterate adults

Physical fitness, health, and safety programs for young people and adults

7:00 to 8:00 A.M.

News programs stressing education, culture, and public affairs directed to a broad adult public

Programs giving information about cultural and educational events in museums, libraries, schools and colleges, and other institutions, as well as ETV scheduled offerings for the day or week

Art instruction for adults

Programs describing opportunities for volunteer workers throughout the coverage area of the station

Programs describing employment opportunities in the area

8:00 to 9:00 A.M.

Programs for preschool children, some with an established format and personality, geared to the prekindergarten level, and some involving story-telling for these children

Programs designed to appeal to the interests of the aged and shut-ins.

Programs for farmers

Programs planned to improve understanding and appreciation of ethnic groups

Programs for the woman at home involving cookery, housekeeping hints, decoration, dress and fashion, child and baby care, etc.

Programs for the homemaker or shift worker about cultural, educational, and social agencies of the area and their work

Programs of elective high school subjects to permit enrichment and flexible scheduling in the secondary schools

9:00 to 12:00 Noon

In-school programs for kindergarten through junior college levels. Much of this programming could be for direct instruction, with provision for supplementary or enrichment purposes. It is understood that in-school programming is to be developed cooperatively by the staffs and consultants of the school systems within the coverage area of a particular station.

Because of the brevity of this report, it is not possible to discuss in detail the application of educational television to in-school programming. However, the advantages accruing to the schools through the use of television are many and proven. The values to all levels of Maryland educational programs have been clearly established through the experiences of the Delmarva ETV Project, the Washington County Closed-Circuit TV System, the University of Maryland, and the Baltimore City Public Schools.

By means of educational television, new techniques of presentation in instruction, newly developed curricular materials, and new information from the "knowledge explosion" can be made available promptly to the classrooms. To touch upon but a few subject-matter areas, educational television can offer tremendous assistance to teachers in bringing modern mathematics; diagnostic, corrective, and developmental reading science; history and other social studies; foreign language; music and art appreciation; and language arts to Maryland school children.

During this time period, limited provision could be made for programs of interest to parents and homemakers as such, programs of adult education of many types, including consumer education; use of library resources, and how-to-do demonstrations of arts and crafts.

12:00 Noon to 1:00 P.M.

Programs of particular interest to women in the home, such as mother and baby care, child care and psychology, home decoration, dress and fashion, sewing, health hints, cookery, tours of local and national interest, local cultural activities, books—subject materials and best sellers, career helps—brush-up typing and shorthand—how to be a receptionist—how to write business letters, gardening, League of Women Voters.

Programs for secondary school students in elective courses

1:00 to 3:00 P.M.

Programming similar to that suggested for the 9:00 a.m. to 12:00 Noon period

3:00 to 5:00 P.M.

Programs of in-service training for teachers

The importance of the application of television to in-service training for teachers can scarcely be over-stated. Television makes available for in-service teacher-training programs, consultant services from educational and intellectual leaders heretofore unavailable to large numbers of teachers. Through the use of television, ideas, techniques, information, and educational materials can be presented conveniently to educators to keep them abreast of developments in their fields and to help arm them with the knowledge and skills necessary in the modern, complex world of education.

Programs for adults with special emphasis in content to interests of senior citizens including arts and crafts and hobbies

Programs for special interest groups, such as the handicapped, the homebound, and the unemployed

Programs to improve literacy among adults

Locally produced children's programs and children's shows and programs from such sources as NET on music, art, drama, books, sports, pets

News programs designed for children's viewing

Programs of interest to youth on such topics as study, books, art, music, fashion and fads, college

Programs of personal, social, educational, and vocational guidance for youth

5:00 to 7:00 P.M.

Many and varied programs of a cultural and informational nature for adults and children on topics, such as travel, art galleries, analysis of the week's news, the Peace Corps, folk music, civic affairs, public and nonpublic local and State agencies and institutions, comparative religions, language

Credit and informal courses for adults at the high school and college level, including review courses for adults planning to take high school equivalence examinations

7:00 to 11:00 P.M.

Programs in the early part of the evening similar to those listed for the time period 5:00 p.m. to 7:00 p.m.

Programs developed from the resources of the libraries, museums, colleges and universities, and other Maryland institutions, either cooperatively or individually, on such topics as music appreciation and the literature of music, poetry appreciation, dramatic presentations (integrated with the history, criticism, biography, æsthetics of theatre, and books on the performing arts), foreign language instruction, and programs devoted to Baltimore and Maryland history, biography, poetry, theatre, fiction, creative writings, social and cultural history, folklore, traditions, fine arts, and music

Programs from various sources, local or national, offering amateur and professional plays; forums on social and civic activities; symphonic, jazz, and other types of music; ballets; operas; information on government at all levels, on science, on our physical environment, and on the forces and developments in the world which shape our lives

Programs providing opportunity for discussion and debate in controversial issues—local, state, national, and international

Programming for special interest groups such as medical doctors, attorneys, and other professional and semiprofessional groups may of necessity be planned for late in the evening during the week or for Saturday viewing

The programming chart presented here merely scratches the surface of program possibilities for educational television. More program applications have been developed already in the Nation's 90-odd existing ETV stations than can be discussed in this brief report. It is the length of the broadcast day that limits the scope of ETV programming rather than the amount and variety of good educational, cultural, and informational program material and resources available for Maryland viewing.

GENERALIZATIONS ABOUT ETV PROGRAM PLANNING

Programming should be planned to provide for all of the people in the coverage area of an ETV station. The interests and needs of all groups should be carefully considered, whether grouping is based upon socioeconomic, educational, age, ethnic, occupational, or other factors. Because of its fundamental purpose of offering programming of an educational, informational, and cultural nature, and the ways in which it obtains its financial support, educational television is freed of the necessity of appealing to the mass audience. ETV can, and should, aim at serving the interests of the many, often interrelated and overlapping, special interest groups at all social levels.

Program planners should inventory the various audiences within the coverage area of the ETV station, consider the types of programming appropriate, useful, and interesting to these audiences, and establish a system of priorities based upon the number of people served, urgency of need, availability of other program media, and the extent of ETV resources (including the length of the broadcast day) to guide the selection of offerings.

Careful attention to the development of awareness among the public of ETV offerings and their purposes is recommended to those responsible for ETV broadcasts. Programs brilliantly conceived and produced will not serve their proposed audiences if appropriate promotional activities have been inadequate. Programs designed to raise the sights of groups such as the culturally disadvantaged should be planned in such a way as to maximize the audience for whom the programs are designed. Independent, purposeful viewing cannot be taken for granted, and provisions should be made for viewing in situations where discussion leaders and other such stimuli to understanding and action can be present.

The offerings of commercial television stations serving the coverage area of the ETV station should be considered when ETV program choices are made. In the areas of broadcasting which are particularly well done by commercial stations, ETV stations should avoid simple duplication, striving at least for variation in approach to serve special needs.

The quality of programs must be of the highest level possible consistent with the material resources available. Programs which cannot be produced to meet high standards should not be attempted. Programs from sources outside the State should be carefully appraised by programmers and their consultants before selection. In-school programs and other formal educational programs must typify the best teaching available in the profession.

Adult education programs should be broadly inclusive and not concentrated too heavily on the development of particular skills.

A wide variety of program offerings should be broadcast, but general scheduling formats should be developed in order that viewers may become accustomed to the presentation of certain broad types of programs during particular time periods.

High school courses for out-of-school youth and college-level courses should be programmed cooperatively in order that sequential patterns of instruction which lead to certificates or degrees may be offered.

The Committee, in addition to the generalizations listed above, wishes to report its interest in and call the attention of future program planners in Maryland's ETV stations to the following areas:

- Personal, educational, vocational, and social guidance

- The use of ETV as a means of professional development for teachers, not only through in-service training programs, but also by making available ideas of many varieties to teachers

- Junior college credit courses

- Programs for prison populations

- Programs for potential dropouts and out-of-school youth, particularly those programs offering assistance in preparing for high school equivalence examinations

- Programs for the functionally illiterate

- Programs for migrant citizens who need assistance in orienting themselves to new communities

- Programs designed to promote understanding among parents and other adults of new developments in curriculum with which school children are being confronted

January 20, 1965

**MARYLAND'S PLAN
for a
STATE-WIDE EDUCATIONAL
TELEVISION NETWORK**

July, 1965

This brochure was developed by :

THE MARYLAND STATE DEPARTMENT OF EDUCATION

301 West Preston Street

Baltimore, Maryland 21201

in cooperation with

THE MARYLAND COUNCIL FOR EDUCATIONAL TELEVISION

3 East 25th Street

Baltimore, Maryland 21218

Additional copies may be obtained by calling
VE. 7-9000, Ext. 8270 or HO. 7-4000, Ext. 737

Television and Education

Never before in the history of mankind has education been so necessary. Never before has the man-in-the-street, as well as the scientist and the statesman, needed to know so much. Never before has knowledge become out of date so fast—and new knowledge accumulated so quickly.

To meet this growing need some ninety communities throughout the United States have called upon television—educational television. Educational television (ETV) utilizes nonprofit mass communication techniques to bring the educational and cultural resources of a community, state, region, or nation into the home of every citizen. ETV provides in- and out-of-school instruction for students of all ages and informational and cultural programs for the entire community.

ETV creates new possibilities for the participation of the people in programs of adult education and higher education. Programs can be offered for those with special needs—the disadvantaged, the handicapped, the highly able, the geographically isolated. Museums, libraries, and the cultural institutions can use ETV to meet the interests of the people in such areas as art, music, drama. ETV informational programs cover wide ground from local civic affairs to space travel.

While commercial television offers many educational moments, educational television stations are essential to provide the hours and days of up-to-date, authentic, widespread education required by adults and children in the world of today. Maryland at present has no such ETV station devoted completely to educational service for Maryland residents.

ETV in Maryland Today

For a number of years the Washington County Closed-Circuit TV System has served the schools in that county. On the Eastern Shore elementary schools in several counties receive instruction in art, music, science, and French by leasing time on a commercial station. An ETV

station in Washington, D. C., (WETA-Channel 26) offers some programming to nearby Maryland county schools. In Baltimore City the schools receive limited programming through the courtesy of Baltimore's three commercial TV stations.

Maryland's Proposed State-wide ETV Network

In 1962 Governor J. Millard Tawes designated the State Board of Education as the State ETV Agency and created a State ETV Advisory Committee. The Committee represents broad educational, cultural, and other community interests throughout the State.

On the basis of an engineering survey of the State and the recommendations of the Advisory Committee, the State Board of Education proposes that a seven UHF station State-wide ETV network be developed. The proposed network will include transmitting stations in the Baltimore area, at Cumberland, Hagerstown, Frederick, Waldorf, College Park, and Salisbury. Programs will be developed at a studio complex near the Baltimore station, at the Washington County Closed-Circuit Television System, at the University of Maryland, and at the Baltimore Junior College. Interconnection among the studios and the stations and among the stations is planned by leasing microwave service from the Chesapeake and Potomac Telephone Company of Maryland.

The ultimate State-wide ETV Network will cost approximately \$905,100 to build stations and studios. Electronic equipment will cost the State approximately \$3,026,172 after anticipated Federal grants are applied. A typical year's operation will require approximately \$1,643,631. Total construction costs approximate the cost of building an average-sized junior and senior high school.

The First Phase of the ETV Network

The State Board of Education will request funds in the 1966-67 State budget to construct the initial transmitting station of the network in the Baltimore area. Program production studios at Washington County and the Baltimore Junior College will be expanded.

The capital budget request is for \$141,750 for a tower and transmitter building. The operating budget request is for \$787,103 of State funds for electronic equipment and for planning and administrative purposes. In addition to these State funds, a Federal grant of \$340,180 is anticipated.

Approximately eighteen months may be required before the station is "on-the-air." Clearances from the Federal Communications Commission and the Federal Aviation Agency must be secured before actual construction can begin.

Engineering consultants have designed the initial station to serve the City of Baltimore, the counties of Baltimore, Harford, Carroll, Howard, and portions of Anne Arundel, Queen Anne's, Kent and Cecil with its primary coverage.

Unique Contributions of ETV

The characteristics and contributions of educational television to the learning, information, and cultural fulfillment of students at all levels

and adult citizens in general have been described in detail in the reports of the State Educational Television Advisory Committee and the State Superintendents' Committee on ETV Program Planning. The reports of these Committees are available for your information.

The need for speed in the transmission of education today and the tremendous advantage in this regard to student and adult viewers alike provided through educational television are well known. It has been said that television is the fastest way of producing educational change presently known to man. Time saved by the use of television in the classroom can be put to use to speed up learning in other areas of the ever-broadening curriculum. For the adult, the saving of learning time is imperative in the face of the explosive expansion of knowledge.

Television provides immediacy in education and in the dissemination of information. No longer can we afford to wait for the relatively leisurely production of books and other means of instruction. With television, through the use of a wide variety of still pictures, films, video tapes, and other visuals, we can participate in changes in our world as they occur and are related to present knowledge and experience.

Television permits the coordinated use of visual aid resources. Each and every visual aid through television is welded into a single unit for maximum effectiveness when used by the teacher within the curriculum or the presenter of an out-of-school program for citizens in their homes. Through television, all viewers have a front seat at a personal window on the world.

In summary, enough financial resources could probably never be assembled to do the jobs in education and informational and cultural programming required by the nature of our fast-moving, ever more complex lives. Educational television must be added to existing human resources and facilities to help meet present day requirements for programming for preschool children; elementary and secondary instruction; college-level programs; professional refresher courses for attorneys, physicians, and others; in-service education for teachers; manpower retraining; exceptional children; the homebound; business and industry; labor organizations; cultural programs in all of the arts; and many and varied other programs for adult citizens in their homes. The report of the State Committee on ETV Program Planning describes in more detail application of educational television to meet the urgent needs of society.

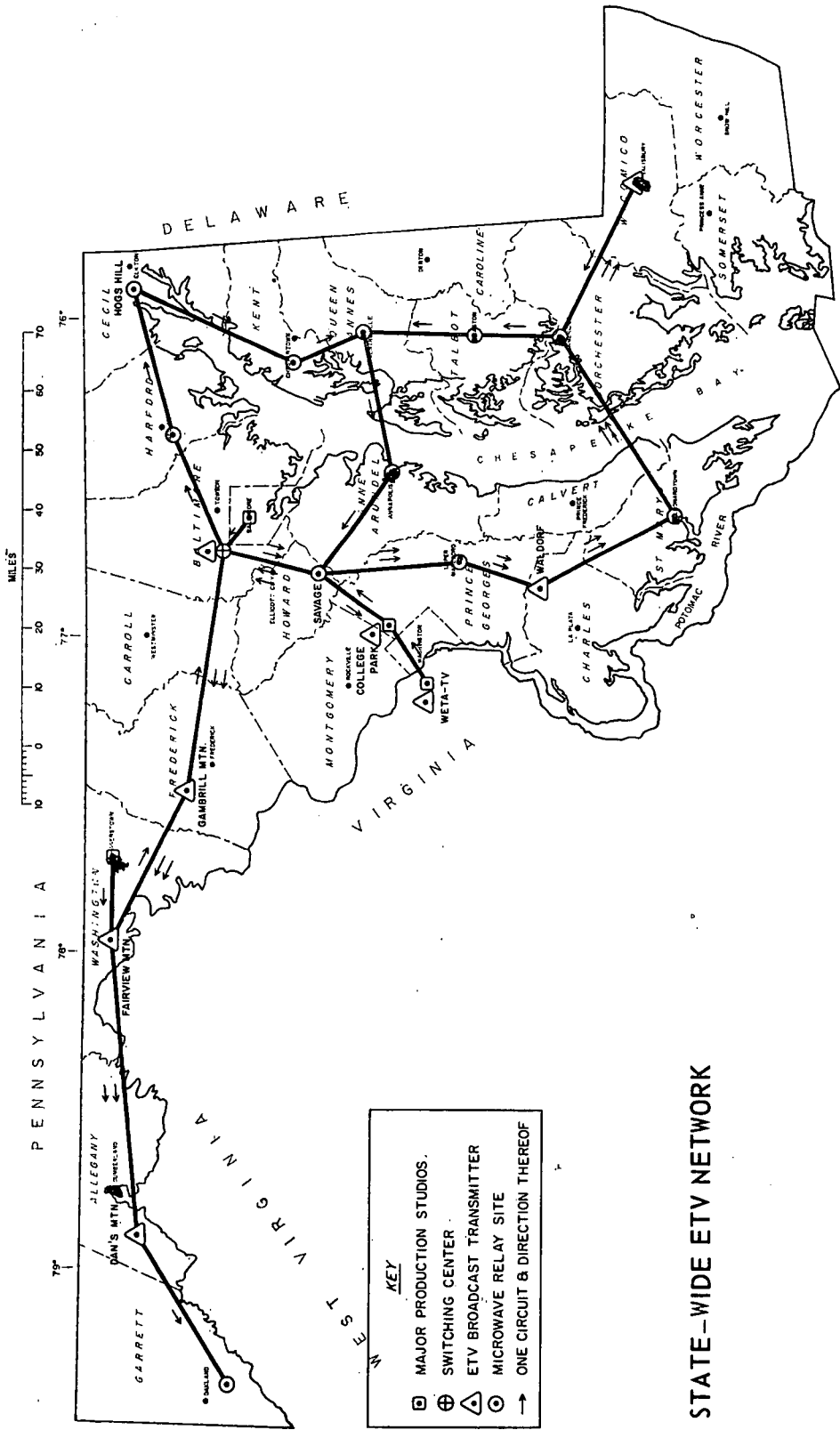
HOW YOU CAN HELP BRING THE STATE-WIDE ETV NETWORK INTO BEING

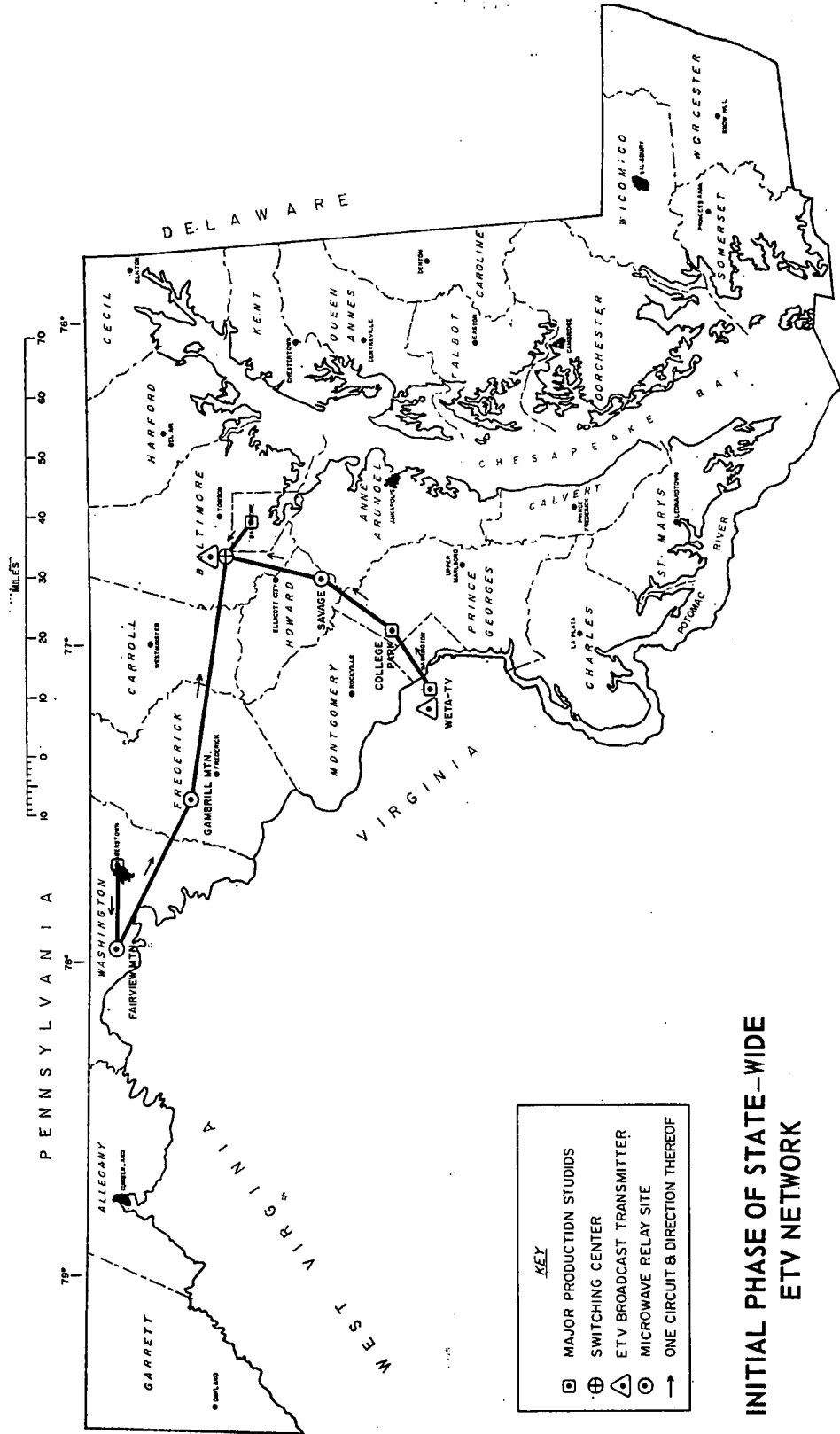
Interested citizens and groups have worked many months to bring an ETV network to Maryland. For a project of this importance, popular support is needed.

Make your interest in ETV known to your elected representatives: the Governor, your delegates and State senators in the General Assembly, and the Maryland Congressional Delegation.

Support the activities of the Maryland Council for Educational Television, Three East Twenty-fifth Street, Baltimore, Maryland, 21218.

Become informed about the benefits ETV can bestow upon the entire State. Inform your friends and others, and urge them also to support the 1966-67 budget request for ETV.





EDUCATIONAL TELEVISION

33

3. EXHIBIT D

MARYLAND STATE DEPARTMENT OF EDUCATION
Operating Budget Request 1966-67
Educational Television*

.01 Salaries and Wages			
ETV Coordinator	\$11,540		
Chief Engineer	11,540		
Program Manager	10,160		
School Services Supervisor	10,160		
Community Services Supervisor	10,160		
2 Electronic Technicians (\$8,560 for 2 persons for ½ year each)	8,560		
2 Secretary II's @ \$4,540 each	9,080		
2 Secretary I's @ \$4,040	8,080		
	<u>\$79,280</u>		
Less Turnover	-793		
sub-total		\$78,487	
.02 Technical and Special Fees			
Programming and Surveying Consultants	\$ 5,400		
Legal Consultants	7,500		
Engineering Consultants	10,000		
Consultants to develop materials for public dissemination of information about ETV	1,000		
Workshops for ETV program planning 14 teachers @ \$200/wk for 6 weeks.....	\$16,800		
2 resource consultants	2,200	19,000	
Contingent and special purpose (See Jansky & Bailey's cost summary of report with transmittal letter of May 15, 1964)	25,000		
sub-total		\$67,900	
.03 Communication: Telephone		\$ 500	
Postage	293		
sub-total		\$ 793	
.04 Travel			
Coordinator and staff out-of-State	\$ 800		
in-State	640		
sub-total		\$ 1,440	
.08 Contractual Services			
Power costs for testing of equipment during construction and installation, etc.	\$ 1,000		
Printing Program guides Lesson materials Other publications related to ETV	10,240		
Contingent expenses related to the installation of approximately \$900,000 worth of electronic equipment (See Jansky & Bailey Final Report, Appendix D-7)	49,000		
sub-total		\$ 60,240	
.09 Supplies and Materials			
Office supplies including materials for speakers' kits	\$ 700		
sub-total		\$ 700	
.11 Equipment additional			
Office equipment for staff	\$ 2,809		
Broadcast system electronic equipment \$935,260 less anticipated \$340,180 Federal matching grant under the ETV Facilities Act of 1962 and also less \$50,000 in Program .08 above, plus 5 per cent increase over 1964 prices (\$27,254) (See Jansky & Bailey Final Report, Appendix D-7 and C-1 through C-4)	\$572,334		
sub-total		\$575,143	
.13 Fixed charges			
Rental of office space	\$ 2,400		
sub-total		\$ 2,400	
TOTAL			<u>\$787,103</u>

* The initial transmitting station of a State-wide ETV network, including augmented program production facilities at Washington County and the Baltimore Junior College.

